

Junior High School English Teachers' Roles and Challenges in Implementing Cooperative Learning in EFL Classrooms

A Thesis

Presented to the department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education



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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that this thesis is my original work and has not been submitted for any other degree or professional qualification. To the best of my knowledge, this thesis does not contain any material previously published or written by another person, except where proper acknowledgment has been made through quotations and references in accordance with academic writing standards.

Yogyakarta, April 10, 2026

The writer,



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MOTTO

“Allah does not burden a soul beyond that it can bear”

(AlBaqarah | Verse 286)

“Your parents at home are waiting for your return with achievements that will make them proud; do not disappoint them. Keep your complaints to yourself, for they are nothing compared to their sacrifices in providing for your life.”

“My mother risked her life to bring me into this world; therefore, my life cannot be without purpose”

DEDICATIONS

Gratefully and thankfully, I dedicate thesis to:

1. My beloved family (Father, mother, sister) who always supports me in every kind of situation.
2. My closest friends in college: Zahra and Amel
3. My dear friend: Lalak
4. My precious friends whom I met during KKN: Tia and Indry

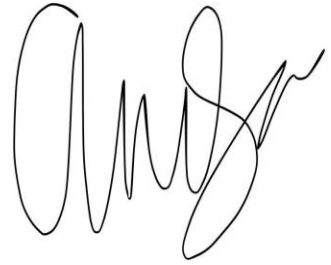
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Alhamdulillah Rabbil ‘Aaalamiin, all praises are due to Allah Subhanahu Wa Ta’ala, the Most Gracious and the Most Merciful, and may peace and blessings be upon the Prophet Muhammad Shallallahu ‘Alaihi Wassalam. I am deeply grateful to Allah Subhanahu Wa Ta’ala for granting me the strength, patience, and opportunity to complete this thesis. I realize that this thesis would not have been accomplished without the assistance and support of many individuals. Therefore, I would like to extend my heartfelt gratitude to my beloved family, my father, my mother, and my dear siblings for their endless love, prayers, and continuous encouragement throughout my academic journey.

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Finally, it is expected that this thesis will offer meaningful contributions to the field of English language teaching, particularly in understanding the challenges faced by junior high school teachers in implementing cooperative learning in the classroom. The writer also highly appreciates any constructive criticism, suggestions, and recommendations for the improvement of this thesis.

Yogyakarta, April 10, 2026

A handwritten signature in black ink, consisting of a large, stylized 'A' followed by a series of loops and a final flourish.

Anisa 'azzah Mutiara

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JUNIOR HIGH SCHOOL ENGLISH TEACHERS' ROLES AND CHALLENGES IN IMPLEMENTING COOPERATIVE LEARNING

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ABSTRACT

This study aims to explore the challenges faced by junior high school English teachers in implementing cooperative learning in EFL classrooms. Cooperative learning has been widely recognized for its potential to enhance students' academic achievement and social interaction; however, previous studies have shown that the implementation of cooperative learning in real classroom settings often presents various difficulties for teachers (Abramczyk & Jurkowski, 2020). This research employed a qualitative approach by conducting interviews with two junior high school English teachers. The data were analyzed to identify key challenges experienced during the implementation of cooperative learning. The findings reveal that the challenges are multifaceted and interconnected, including issues related to student readiness, teachers' roles, group organization, classroom management, time constraints, availability of resources, and assessment practices. These challenges occur at different stages of the teaching process: before, during, and after instruction. Teachers are required to continuously adapt their strategies to address problems such as unequal participation, classroom discipline, and varying student abilities. The study also highlights that teachers' adaptability and flexibility play a crucial role in successfully implementing cooperative learning. In conclusion, the implementation of cooperative learning is a complex process that requires careful preparation, effective classroom management, and continuous adjustment to students' needs. Despite the challenges, teachers demonstrate strong commitment to fostering cooperative learning environments.

Keywords: *cooperative learning, challenges, EFL, junior high school teacher*

CHAPTER I

INTRODUCTION

1.1. Background of Study

Cooperative learning has become one of the widely implemented instructional approaches in the modern classroom. According to Arends (2012), cooperative learning is a learning model in which students learn in groups (generally consisting of four to five people) with heterogeneous membership or adapted to different levels of ability, gender, and ethnicity or race. Cooperative learning is not merely group work but also requires students to be mutually dependent to achieve their learning outcomes (Johnson & Johnson, 2017).

Cooperative learning offers various benefits for students' academic and social development. Through collaborative group activities, students can improve their academic achievement, critical thinking skills, and problem-solving abilities. In addition, cooperative learning helps students develop social skills, build a sense of responsibility, and actively participate in the learning process. Deysolong (2023) states that cooperative learning encourages students to work together, share ideas, and develop a deeper understanding of learning materials through interaction with peers.

Despite its potential benefits, implementing cooperative learning in the classroom is not always easy for teachers. Teachers often face several challenges when applying cooperative learning strategies, such as managing group activities, ensuring equal participation among students, organizing classroom interactions, and allocating sufficient instructional time (Abramczyk & Jurkowski, 2020). According to Buchs et al. (2017),

teachers may also encounter difficulties in balancing their role as facilitators while maintaining classroom control and ensuring that cooperative learning activities align with curriculum objectives.

In the context of English language teaching, cooperative learning has been widely used to promote interaction and communication among students. Cooperative learning allows students to practice language skills collaboratively through structured activities such as think-pair-share, jigsaw, and peer review. Through these activities, students can clarify their understanding, negotiate meaning, and develop confidence in using English. Previous research has shown that cooperative learning can enhance students' motivation and language learning outcomes in EFL classrooms (Miyasako, 2022; Pan & Wu, 2013).

Considering both the benefits and the challenges of implementing cooperative learning, it is important to understand how teachers experience and manage these challenges in real classroom contexts. Teachers play an important role in organizing group activities, facilitating collaboration, and ensuring that cooperative learning strategies are implemented effectively. Therefore, examining teachers' experiences and challenges in implementing cooperative learning is necessary to better understand how this approach can be applied successfully in the classroom.

Several studies have examined the implementation of cooperative learning in classroom settings, particularly in English language teaching. Previous research has shown that cooperative learning provides various benefits, such as improving students' academic achievement, social interaction, motivation, and classroom engagement (Abramczyk & Jurkowski, 2020; Meilasari et al., 2023; Qomariah et al., 2023). In addition, teachers generally hold positive perceptions of cooperative learning and believe that it can enhance

students' collaboration and participation in learning (Bashir Fozias et al., 2020; Rukh & Ali, 2025). However, despite these advantages, the implementation of cooperative learning also presents several challenges. Teachers often experience difficulties in managing group activities, ensuring equal participation among students, organizing classroom interaction, and allocating sufficient instructional time (Ghufron & Ermawati, 2018; Nabilla et al., 2025). These findings indicate that although cooperative learning is beneficial, its implementation in real classroom contexts can be complex and requires careful planning and classroom management.

Although previous studies have provided valuable insights into the implementation of cooperative learning, most of them tend to focus on students' outcomes or teachers' general perceptions (Abramczyk & Jurkowski, 2020; Meilasari et al., 2023). Only limited studies specifically examine the challenges experienced by teachers in implementing cooperative learning, particularly in EFL classrooms (Nabilla et al., 2025). Furthermore, research focusing on junior high school English teachers in the Indonesian context remains limited. Therefore, this study aims to explore the challenges faced by junior high school English teachers in implementing cooperative learning in EFL classrooms.

1.2. Identification of the Problem

Based on previous studies, some teachers face several problems faced by teachers during teaching. The problems found include unruly students, heavy workloads, and using the right teaching methods that suit the needs of students (Ghufron & Ermawati, 2018).

1.3. Limitation of the Problem

Based on the identification of the problems, this study focuses on the challenges faced by junior high school English teachers when implementing cooperative learning in EFL classrooms.

1.4. Formulation of the Problem (= Research Question)

This research attempts to answer the following question: What challenges do junior high school English teachers face when implementing cooperative learning in EFL classrooms?

1.5. Objectives of the Study

The study aims to explore the challenges faced by junior high school English teachers in implementing cooperative learning in the classroom. This study aims to explore the challenges faced by junior high school English teachers in implementing cooperative learning in EFL classrooms.

1.6. Significances of the Study

The results of this study are expected to provide a better understanding of the challenges faced by teachers in implementing cooperative learning. This study may also provide insights for English teachers and prospective teachers in applying cooperative learning more effectively in the classroom.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Cooperative Learning

Cooperative Learning is a learning model in which students learn in groups generally consisting of four to five members, with heterogeneous membership or adapted to different levels of ability, gender, and ethnicity or race (Arends, 2012). Although group work in teaching and learning is commonly referred to as cooperative learning, not all group work is equal to cooperative learning. Through cooperative learning, students can collaborate with their classmates, process information externally, and share task responsibilities.

According to Johnson & Johnson (2014), effective cooperative learning is based on five essential elements. The first element is positive interdependence. When group members see a deep connection to one another, positive interdependence emerges. Positive interdependence occurs when group members realize that they are connected to each other and that the success of one member contributes to the success of the whole group. Cooperative learning is based on positive interdependence, which fosters a commitment to others' achievement as well as one's own. Cooperation will occur when our interdependencies are positive (Johnson & Johnson, 2014). Second, individual accountability will be established when each member is assigned a fair task based on their ability to produce a good achievement in completing the task. Each member should be responsible for their own work, as the goal of cooperative learning groups is to make stronger individuals on their own (Johnson & Johnson, 2014). The third element is

promotive interaction is when group members help each other, encourage each other's efforts to learn, solve problems, and discuss tasks in a face-to-face manner (Johnson & Johnson, 2014). The fourth element is the appropriate use of social skills for success in cooperatives requiring leadership, communication, decisionmaking, trustbuilding and conflict management skills (Johnson & Johnson, 2014). The last element is group processing. The group process is where each member cooperates or contributes to an effective goal. This process will decide which member's behaviors are helpful and which are not helpful in completing the task at hand and will make choices about which behaviors to maintain or change.

Cooperative learning requires several steps to create successful learning. There are three steps, i.e., design and development stage, operation stage, and output and disbanding stage. First, the design and development stage sets objectives and develops students' skills (Shimazoe & Aldrich, 2010). Second, the operation stage designs the task by starting with the simplest task and monitors the group's performance by way of evaluation to intervene when problems arise (Shimazoe & Aldrich, 2010). Third, the output and disbanding stage provides individualized feedback to each student (Shimazoe & Aldrich, 2010).

2.1.2 Challenges in Implementing Cooperative Learning

Despite the benefits of cooperative learning, teachers may encounter various challenges during its implementation. Abramczyk & Jurkowski (2020) identified seven common challenges in implementing cooperative learning, including preparing students, facilitating learning, organizing groups, managing disciplinary problems, managing time and effort, providing resources, and assessing student performance. These challenges may arise during the process of organizing group activities, managing classroom interaction,

and ensuring equal participation among students. Several studies have highlighted specific difficulties faced by teachers when implementing cooperative learning. Gillies & Boyle (2010) reported that teachers often struggle with classroom management, delivering clear instructions, facilitating effective group collaboration, and monitoring students' performance. These challenges are particularly pronounced in large classes, where teachers must supervise multiple groups simultaneously and ensure that all students remain focused and actively engaged in group discussions

Another challenge is related to group dynamics (Abramczyk & Jurkowski, 2020). In many cooperative learning situations, some students may dominate discussions while others remain passive. Unequal participation may lead to problems such as free riding, where certain students rely on their peers to complete the task. Abramczyk & Jurkowski (2020) further emphasize that teachers face difficulties in organizing groups effectively and managing disciplinary issues, which are closely related to group dynamics in cooperative learning. These challenges may lead to problems such as unequal participation, conflicts among group members, and difficulties in maintaining effective collaboration during group activities.

Teachers may also encounter challenges related to time management and instructional preparation. Cooperative learning activities require careful planning, preparation of learning materials, and clear task instructions, as well as sufficient time allocation for group discussions, presentations, and reflections (Abramczyk & Jurkowski, 2020; Gillies & Boyle, 2010). Without proper planning, cooperative learning activities may become less effective or difficult to manage within the constraints of classroom time.

In addition, students' readiness plays an important role in the success of cooperative learning. Some students may lack the necessary communication skills, confidence, or motivation to participate actively in group activities. Cultural and social differences among students may also influence their willingness to collaborate. According to Ghaith (2018), several factors such as teacher motivation, student readiness, group dynamics, curriculum demands, and structural conditions can influence the success of cooperative learning. These factors may also contribute to the challenges faced by teachers in implementing cooperative learning in the classroom.

Therefore, understanding the challenges experienced by teachers in implementing Cooperative Learning is essential. By identifying these challenges, teachers and educational institutions can develop more effective strategies to support collaborative learning and maximize its benefits in the classroom.

2.2. Review of Relevant Studies

Ghufron & Ermawati, (2018) conducted a study among teachers and students in the English Education Department at a university in East Java. This qualitative research used a case study approach. This research reveals that there are advantages and challenges in cooperative learning. The advantages can train students' sense of responsibility, make students confident in learning and can make it easier for students to exchange ideas when learning. Meanwhile, the disadvantages of cooperative learning are that it is difficult to manage and requires active participation from both teachers and students to implement cooperative learning.

Abramczyk & Jurkowski (2020) conducted a study of teachers in one of the schools in Poland. This quantitative research was conducted in an offline context. The research revealed

that implementing cooperative learning is a challenge for teachers because teachers prefer materials that can provide them with guidance without wasting much time and effort needed to prepare lessons. Therefore, teacher education programs comprehend the challenges related to cooperative learning and devise strategies that cater to teacher practical knowledge and attitudes towards it.

CarboneBruna & De la BarraVan Treek, (2024) conducted a study involving two English teachers in a secondary school in Santiago, Chile. This qualitative research was carried out using classroom observations, teacher journals, and interviews to explore teachers' perceptions and use of cooperative learning in the EFL context. The research revealed that cooperative learning was perceived as beneficial in promoting student participation and collaboration in the classroom. However, the study also found several challenges in its implementation, such as difficulties related to school culture, students' readiness to work collaboratively, and the need for teachers to adjust their traditional teaching roles. Therefore, the study emphasizes that implementing cooperative learning requires not only pedagogical understanding but also institutional support and teacher readiness.

Tamimy et al., (2023) mentions that there are four challenges, namely teachers' beliefs about group work, student factors, teacher knowledge, and a group of challenges, ranging from structural ones to motivational and cultural ones. Teacher knowledge is a determining factor in maintaining consistency in implementation and helps explain the influence of age and the challenges that arise. Teachers with a high level of consistency tend to face fewer obstacles than teachers with low or almost no consistency, and experience fewer problems when teaching younger students. In other words, a deeper understanding of the principles of cooperative learning, particularly positive outcome interdependence, can help reduce

challenges related to group dynamics and student preparation, such as conflict and confusion. If teachers can apply cooperative learning tasks that emphasize outcome interdependence rather than mean interdependence, then off topic conversations, freeriding, and conflicts can be minimized.

Ghaith, (2018) argues that many studies emphasize that teachers need to have appropriate conceptual and procedural knowledge to apply cooperative learning principles effectively. Without a good understanding of the appropriate steps or techniques, this strategy is difficult to implement in accordance with its pedagogical objectives.

There are challenges faced by teachers in implementing CL in the classroom environment. These challenges can be categorized into six main factors, namely teacher motivation, student unpreparedness, group dynamics, cultural factors, curriculum, and structural factors. In terms of teacher motivation, obstacles arise due to a lack of training, financial constraints, and an unsupportive evaluation system, which leads to confusion and low motivation. Student unpreparedness, such as a lack of motivational experience, also hinders the effectiveness of group work. In group dynamics, teachers face various problems such as group formation, dominant or passive (free riding) student behavior, conflict, shyness, and off topic conversations. Meanwhile, cultural factors include ethnocentrism, racism, sexism, and social class differences that can affect student interactions. In terms of curriculum, challenges include a dense syllabus, uninteresting assignments, and a traditional learning approach. Finally, structural factors such as time constraints, cramped classrooms, noise, large class sizes, and differences in age and ability also pose obstacles (Ghaith, 2018). The success of cooperative learning requires the readiness of teachers and students, a supportive learning environment, and a collaborative school culture.

In addition, classroom management skills are also an important factor, given that cooperative learning involves group work that requires intensive monitoring, effective time management, and the ability to maintain order. In the context of education, implementation challenges are often enhanced by external factors, such as a packed curriculum that limits teachers' time flexibility, noisy classroom environments, and inadequate institutional support (e.g., from principals or colleagues). In addition, subjective norms in the work environment can also affect teachers' readiness to adopt cooperative learning approaches, especially if their professional social environment does not fully support collaborative learning innovations.

Another study by Chen (2021) defines cooperative learning as an instructional approach that engages learners in small groups to achieve shared academic goals through mutual support and interaction. This approach is grounded in the belief that learning is most effective when students actively collaborate, share knowledge, and take responsibility for both their own and their peers' learning outcomes.

Nguyen Cang et al., (2021) conducted that when teachers implement cooperative learning (CL) in the classroom, they can achieve their educational goals and reduce their workload. Teachers realize that implementing CL helps develop positive attitudes in students. Cooperative learning can improve good working relationships between students.

Drawing from various empirical studies, Chen (2021) concludes that cooperative learning is generally more effective than traditional teacher centered or competitive methods in enhancing students' academic performance in EFL classrooms. Moreover, the approach has been found to foster positive attitudes toward language learning, reduce learners' anxiety, and increase motivation and engagement. The studies reviewed employed multiple research methods, including experimental designs, questionnaires, interviews, and both quantitative

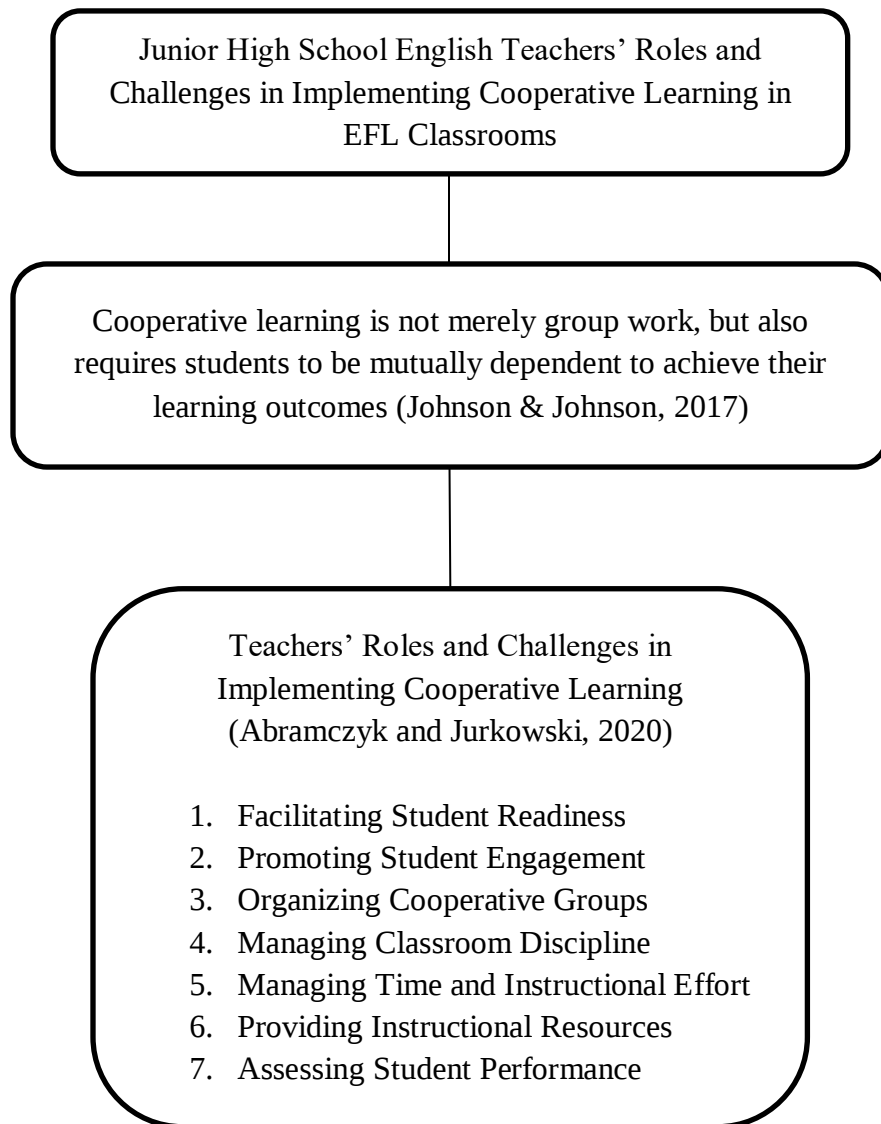
and qualitative analyses, thereby strengthening the validity of the findings. In the context of EFL instruction, particularly in Chinese classrooms that have long been dominated by competitive and individualistic practices, Chen (2021) recommends the implementation of cooperative learning strategies to promote both cognitive and affective development among students.

2.3. Conceptual Framework

Cooperative learning is one of the learning approaches that encourages students to work together in small groups to achieve shared learning goals. In this approach, students are expected to interact with their peers, exchange ideas, and support each other during the learning process. However, implementing cooperative learning in the classroom is not always easy for teachers. During the learning process, teachers are required not only to manage group activities and organize learning effectively, but also to take on various roles such as facilitating interaction, guiding students, and ensuring equal participation among group members.

In carrying out these roles, teachers may encounter several challenges, such as managing group dynamics, maintaining classroom discipline, allocating time effectively, and providing appropriate learning resources. These challenges may influence how cooperative learning is implemented in the classroom. Therefore, it is important to understand both the roles and challenges experienced by teachers in applying cooperative learning. By identifying these aspects, this study aims to provide a better understanding of the factors that may affect the implementation of cooperative learning in junior high school English classrooms.

The purpose of this study was to investigate the roles and challenges experienced by EFL teachers in implementing cooperative learning.



Picture 2. 1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1. Research Design

The research design of this study is a descriptive qualitative research method. According to Creswell (2014), qualitative research is an approach used to explore and understand the meaning individuals or groups ascribe to a social or human problem. A descriptive qualitative design focuses on providing a detailed and comprehensive summary of events or experiences in everyday terms without manipulating the research setting (Sandelowski, 2000). This design allows researchers to obtain in-depth information about participants' perspectives, experiences, and interpretations.

The use of a descriptive qualitative design is appropriate for this study because it aims to explore the challenges perceived by junior high school EFL teachers in implementing cooperative learning. Since the focus of this research is to understand teachers' experiences and perceptions rather than to test hypotheses or measure variables quantitatively, a qualitative approach enables the researcher to capture rich, contextual, and detailed descriptions of the phenomenon under investigation. Creswell (2014) states that qualitative research is particularly suitable when the researcher seeks to understand complex processes and contextual factors from the participants' viewpoints.

3.2. Data Preparation

3.2.1 Setting and Participant

Ms. F represented an English teacher from a public junior high school in the Yogyakarta area, while Mr. F represented an English teacher from an Islamic school in the Yogyakarta area. Each participant was recruited based on this specific context

to provide contrasting perspectives on challenges for junior high school english teachers in implementing learning. The criteria for selecting research participants include

1. Experience level: This study focuses on teachers who have more than five years of teaching experience, as they are considered to have more professional competence and pedagogical experience than teachers who are just starting their teaching careers.
2. Implementation of cooperative learning: The teachers must have experience in applying cooperative learning strategies in their classroom instruction.
3. Active teaching status: The participants should be currently teaching English at a junior high school level, ensuring that their insights and experiences reflect current classroom realities and educational practices.
4. Willingness to participate: Participants must be willing to engage in interviews as their openness is crucial for gathering indepth qualitative data.

Table 3. 1 Profile of Teacher Participantss

Name	Gender	Age	Teaching Experience	School Type
Mr. F	Male	27	5 years	Islamic Junior High School
Ms. F	Female	26	5 years	State Junior High School

3.2.2 Type of Data

The type of data used in this research was qualitative data in the form of words and text obtained from participants. The data consisted of teachers' responses and experiences related to the challenges of implementing cooperative learning. These data were presented in the form of interview transcripts and analyzed to understand participants' perceptions.

According to Creswell, (2012), qualitative data are generally presented in the form of words or text that describe participants' experiences.

3.2.3 Source of Data

The data of this research would be taken from an interview. English teachers were asked to share their experiences and challenges when implementing cooperative learning in the classroom and how they addressed those challenges. Interviews were chosen because they provide data directly from the primary source, allowing the researcher to explore information in depth, flexibly, and contextually.

The data of this research were collected through semistructured interviews. This type of interview was chosen because it allows the researcher to obtain indepth information while maintaining the focus of the research objectives. Semistructured interviews also provide flexibility for the researcher to explore participants' responses and ask followup questions when necessary. According to Ruslin et al., (2022) semistructured interviews enable researchers to obtain detailed information while allowing flexibility to adjust questions based on participants' responses. Therefore, semistructured interviews were considered appropriate for exploring teachers' perceptions and challenges in implementing cooperative learning.

3.2.4 Informed Consent

Before conducting the interview, the researcher asked if the participant would allow the researcher to conduct an online interview. After the participant agrees, the researcher will send a permission letter to be signed as an agreement to become a participant in this study.

3.3. Data Collection Technique

The design of this thesis is qualitative research by interviewing teachers to find out the challenges when implementing cooperative learning. Interviews allow researchers to explore participants' thoughts, feelings and experiences in depth. This depth helps in gaining insights, offering a richer understanding of the research topic (Creswell, 2013).

3.3.1 Interview

In this research, the researcher collected the data through interviews. This method was chosen because it allows the researcher to obtain detailed information about the participants' experiences and perceptions (Creswell, 2012). In this research, the interviews were conducted both online and offline, depending on the participants' availability. Online interviews were chosen when facetoface meetings were not possible, while offline interviews were conducted to allow direct interaction with the participants. Each participant was interviewed once. The interview with Ms. F was conducted online and lasted for 20 minutes and 53 seconds. Meanwhile, the interview with Mr. F was conducted offline and lasted for 19 minutes and 42 seconds. This interview duration was considered sufficient to obtain detailed information related to the research topic. The interview questions were designed to explore teachers' experiences and challenges in implementing cooperative learning in the classroom. Some questions referred to classroom activities involving technology; however, the main focus of the interview remained on cooperative learning practices.

Table 3. 2 Matrix of Interview

Constructs	Components	Interview Questions
Challenges of implementing CL (....)	1. Preparing students	- How do you usually prepare your students before engaging them in cooperative learning activities?

-
- | | |
|---|--|
| | <ul style="list-style-type: none">- What challenges do you face in making students ready to participate actively in CL with technology?- In your opinion, what factors make it difficult for students to adapt to technology based CL tasks? |
| 2. Role as promoter
(a person who provides support and takes responsibility for individuals, groups, or activities.) | <ul style="list-style-type: none">- How do you encourage students to stay motivated during technologyenhanced CL activities?- What difficulties do you encounter in promoting collaboration and equal participation among group members?- How effective do you think your role is in supporting students' engagement when using technology for CL? |
| 3. Organizing groups | <ul style="list-style-type: none">- What strategies do you use to organize students into groups for technologyenhanced CL?- What problems do you face when forming groups that can work effectively with technology?- How do you ensure that group members collaborate fairly and contribute equally during the activities? |
| 4. Disciplinary problems | <ul style="list-style-type: none">- What kinds of disciplinary issues often occur when students are involved in technologyenhanced CL?- How do you handle students who get distracted by technology during |
-

	cooperative tasks?
	- In your experience, what are the biggest challenges in maintaining discipline while using technology in group work?
5. Time and effort	- How much preparation time do you usually need for planning technologyenhanced CL activities?
	- What challenges do you face in managing class time effectively during these activities?
6. Resources	- What types of resources (technological or nontechnological) do you usually need for CL activities?
	- What difficulties do you encounter regarding the availability of technological resources at your school?
	- How do limitations in resources affect the implementation of technologyenhanced CL in your classes?
7. Performance assessment	- How do you usually assess students' performance in technologyenhanced CL?
	- What difficulties do you face in evaluating individual contributions within group work?
	- What resources or tools do you need to support the optimal implementation of cooperative learning?

3.4. Data Analysis Technique

In this study, researchers analyzed the data using thematic analysis. Braun & Clarke, (2006) argue that thematic analysis is a method for identifying, analyzing, and reporting patterns within data. There are 6 phases used as guidelines in the analysis: (1) making a transcript in order to develop a more thorough understanding of the data, (2) creating the first code from the transcription of the data and then organizing the data into an important group, (3) analyzing and combining codes to create possible themes, (4) reviewing themes, (5) determining the name of the theme, (6) producing the report.

3.5. Trustworthiness

The researcher used interviews to gather data for this study. The trustworthiness criteria proposed by Lincoln & Guba, (1985) include confirmability, credibility, transferability, and dependability. In terms of credibility, the researcher ensured data accuracy by rewatching the interview recordings and carefully reviewing the interview transcripts. In addition, the researcher used direct quotations from the participants to support the findings. The researcher also discussed the data and findings with the supervisor to obtain feedback and minimize potential bias. For transferability, the researcher provided a clear and detailed description of the research context, participants, and research procedures. This was done to help readers understand the context of the study and determine whether the findings can be applied to other situations. To ensure dependability, the researcher regularly consulted with the supervisor throughout the research process. This helped to review the research procedures and maintain consistency in both data collection and analysis. Regarding confirmability, the researcher ensured that the findings were based on the participants' responses by supporting the data with direct quotations from the interview results.

CHAPTER IV

RESEARCH FINDINGS

The chapter presents the research finding and followed by discussion of the research finding. In this part the result of data in this research was gained from an interview. The data were coded and categorized into several themes to answer the research questions and provide a deeper understanding of the challenges faced by junior high school English teachers in implementing cooperative learning.

4.1 Data Presentation

This section reports the findings obtained during interviews with Mr. F and Ms. F, who recounted their experiences as teachers using the Cooperative Learning method for EFL students during their teaching. The process of data collection, analysis, and coding is also described in detail.

4.1.1 Interviews

In this study, Mr. F and Ms. F were the research subjects. Both are junior high school English teachers who have experience in applying cooperative learning methods in the classroom. To obtain relevant and comprehensive data, the researchers used semistructured interviews, which provided a balance between directed questions and freedom for participants to express their experiences and views more broadly. The interviews were conducted online via the Zoom Meetings platform and in person. The interview with the male participant, Mr. F, lasted 19:42, while the interview with the female participant, Ms. F, lasted 20:53. This approach allowed the researcher to explore their experiences in depth, thereby gaining a richer understanding of the practices and challenges in applying cooperative learning methods in English classes.

To maintain accuracy, all interviews were conducted in Indonesian and transcribed verbatim. For analysis and reporting purposes, the transcripts were subsequently translated into English. Following the translation, the data were analyzed using an analytical framework, resulting in the identification of 7 key themes that captured the participants' experiences. An example of a translated interview segment is provided in Figure 4.1 below.

Table 4. 1 *The sample of translated interview transcripts*

Source	Line	Interview	Themes
Interview	-	So I want to create heterogeneous groups in class so that students can help each other learn. So it's not just the active ones, I don't divide them up, I assign roles later, some become leaders, some take notes, some look for information, and some give presentations or show the results later.	OCG

4.1.2 Thematizing and Coding

After the transcription and translation process, the data were examined using the thematic analysis method approach by (Braun & Clarke, 2006). This process involved repeatedly reading the transcripts to recognize, code, and group emerging patterns within the data. The initial codes were derived from participants' statements that reflected their actions, thoughts, and emotions regarding cooperative learning.

After being grouped into themes, these codes were then organized into seven main themes corresponding to the research questions in this study: Preparing Students, Role as Promoter, Organizing Groups, Disciplinary Problems, Time and Effort, Resources, and Performance Assessment. Teachers' experiences can be analyzed systematically thanks to this methodological approach. The following is a table of themes and coding:

In this study, two types of codes are used. The first refers to thematic codes representing the major themes identified during data analysis (see Table 4.1). The second refers to data identification codes used to indicate the source of data, theme category, and sequence number of the excerpt (see Table 4.2).

Table 4. 2 *Themes and Coding*

THEMES	CODING
Facilitating Students Readiness	FSR
Promoting Student Engagement	PSE
Organizing Cooperative Groups	OCG
Managing Classroom Discipline	MCD
Managing Time and Instructional Effort	MTIE
Providing Instructional Resources	PIR
Assessing Student Performance	ASP

Table 4. 3 *The sample of coding and its meaning.*

CODING	MEANING
Interview/FSR/1	The data were obtained from an interview with participant 1 on the theme of <i>Facilitating Students Readiness</i>

4.2 Findings

Based on the processed data, there are several differences between the two participants in each theme studied. This section presents findings regarding the data and results from both participants:

Table 4. 4 *Table of Finding Differences*

Theme	Mr. F	Ms. F
Facilitating Students Readiness	1. Conditions of the classroom (uniforms, cleanliness, seating, materials). 2. Rearranges seating to avoid fixed partners. 3. Adapts activities using Bamboozle due to nophone policy.	1. Explains the cooperative learning process beforehand. 2. Demonstrates how to use digital tools (Padlet, Jamboard). 3. Forms groups using manual counting or an online spinner.
Promoting Student Engagement	1. Uses rewards and consequences. 2. Separates students by proficiency level.	1. Deals with varied student personalities and confidence levels. 2. Notes that technology sometimes distracts students. 3. Assigns clear roles and monitors progress offline and online.
Organizing Cooperative Groups	1. Groups students based on ability levels.	1. Creates heterogeneous groups to encourage peer support. 2. Assigns specific roles (leader, notetaker, information seeker, presenter). 3. Reviews group composition to ensure balance.
Managing Classroom Discipline	1. Moves around the class to check difficulties and	1. Monitors group activity directly and through digital

	- progress. 2. Supports groups need more guidance. 3. Common issue: students feeling sleepy.	- platforms. 2. Requires groups to document task distribution and progress. 3. Provides clarification and encourages peer explanation.
Managing Time and Instructional Effort	1. Prepare lessons one day in advance.	1. Prepares activities about one week before. 2. Check all tools and digital platforms beforehand.
Providing Instructional Resources	1. Uses Cambridge textbook, videos, and learning steps.	1. Uses laptop, projector, and students' phones. 2. Incorporates Padlet, Jamboard, Kahoot, Canva. 3. Notes that some students remain passive during activities.
Assessing Student Performance	1. Uses individual and group rubrics.	2. Needs better access to devices and stable connection. 3. Uses Padlet and Canva to assess group work.

a. Facilitating Students' Readiness

The findings show that both teachers applied different strategies in preparing students before implementing cooperative learning. Mr. F tended to focus on physical and environmental preparation. He ensured that the classroom was neat and well-organized, and that students were

ready to learn. He also rearranged students' seating positions so that they did not always sit with the same classmates, which helped create varied interaction.

"...For classroom preparation, make sure everything is ready, including uniforms and everything else. Neat and tidy. Then, maybe simple things like clean floors, neatly arranged chairs, and no books other than English textbooks. The point is to prepare the classroom so that they are ready to learn English. Sometimes I also start arranging their seating so that they are not sitting next to each other..."

Interview/FSR/1

Meanwhile Ms. F more on conceptual preparation. She explained the learning objectives, procedures, and expected outcomes before starting the activity. This helped students understand what they needed to do and reduced confusion during group work.

"...usually, before I start teaching using cooperative learning methods, especially those supported by technology, I prepare the students first by explaining the material to them. Then, to divide the students into small groups, I usually use manual counting, which is still traditional, or I can use an online spinner like that..."

Interview/FSR/2

b. Promoting Student Engagement

In promoting student engagement, both teachers used different approaches depending on classroom conditions. Mr. F applied a reward and consequence system to encourage students to participate and maintain discipline in the classroom.

“...first, there are rewards and consequences. It's not punishment, but consequences if there are mistakes. Then there will always be rewards for student achievements....”

Interview/PSE/1

This strategy helped create a more structured learning environment and motivated students to stay involved in the activities. On the other hand, Ms. F experienced challenges related to differences in students' confidence and participation. Some students were active, while others were hesitant, especially when using technology.

“...there are several factors that can affect students' difficulty in adapting. For example, a lack of confidence in using the technology itself. Usually, there are students who are still hesitant...”

Interview/PSE/2

To address this, she encouraged students to participate by assigning roles and supporting those who were less confident. This indicates that promoting engagement requires both motivation strategies and attention to students' individual differences.

c. Organizing Cooperative Groups

The findings show that the teacher applied specific strategies in organizing cooperative groups to support effective collaboration. Ms. F explained that she considered several factors when forming groups, including students' academic ability, technological skills, and individual characteristics. She aimed to create heterogeneous groups so that students could support each other during the learning process.

“...when dividing the groups, I usually consider the balance of students’ academic ability, their level of technological skills, and their characteristics. I try to create heterogeneous groups so that students can help each other...”

Interview/OCG/2

In addition, she assigned clear roles to each group member, such as leader, note taker, information seeker, and presenter. This was intended to ensure that all students had equal opportunities to participate and contribute to the group task.

“... I assign roles, such as a leader, someone who takes notes, someone who looks for information, and someone who presents the results...”

Interview/OCG/2

She also emphasized the importance of monitoring group composition and participation to ensure fairness among students.

“... I still check whether the grouping is appropriate, so that all students can participate fairly and no one dominates ...”

Interview/OCG/2

These findings indicate that organizing cooperative groups involves careful consideration of group composition, clear role distribution, and continuous monitoring to ensure balanced participation.

d. Managing Classroom Discipline

The findings indicate that both teachers encountered challenges in managing classroom discipline during cooperative activities, although the nature of the challenges differed. Mr. F explained that discipline issues were relatively minimal; however, some students tended to feel sleepy or were hesitant to participate actively.

“Some students tend to feel sleepy, and some are reluctant to ask questions.”

Interview/MCD/1

To address this, he monitored students’ activities by moving around the classroom and checking each group’s progress.

“I usually move around the classroom, ask about their difficulties, and monitor the groups that need more guidance.”

Interview/MCD/1

In contrast, Ms. F highlighted that the use of technology could lead to distractions, making it difficult to maintain students’ focus during group activities.

“Technology can be a distraction, and it is not easy to ensure that students are truly focused on learning.”

Interview/MCD/2

These findings suggest that managing classroom discipline requires continuous monitoring and adjustment, depending on the classroom situation and learning context.

e. Managing Time and Instructional Effort

Both teachers emphasized the importance of time management in implementing cooperative learning, although they applied different approaches. Mr. F mentioned that he usually prepared his lessons one day in advance.

“I usually prepare the lesson one day before.”

Interview/MTIE/1

During the lesson, he also adjusted his teaching strategies to accommodate different learning styles within the available time.

“Within 80 minutes, I vary the learning activities to accommodate different learning styles.”

Meanwhile, Ms. F explained that preparing cooperative learning activities, especially those involving technology, required more time and effort.

“Usually, I need around one to two hours, but the whole preparation can take about a week.”

She also noted that managing classroom time during the activity could be challenging due to differences in students’ working pace. These findings indicate that effective time management involves both preparation before the lesson and flexibility during classroom implementation.

f. Providing Instructional Resources

The findings show that both teachers used various instructional resources to support cooperative learning. Mr. F relied on structured materials such as textbooks and supporting media.

“We use the Cambridge book, which includes videos and learning stages, and sometimes games related to the material.”

Interview/PIR/1

However, he also pointed out that time constraints could limit his ability to find additional resources.

“Sometimes the challenge is the limited time to find learning resources.”

Interview/PIR/1

On the other hand, Ms. F used a wider range of digital tools to support learning activities.

“I usually use laptops, projectors, students’ phones, and digital platforms such as Padlet, Jamboard, Kahoot, and Canva.”

Interview/PIR/2

Despite this, she experienced challenges related to unequal access to technology among students, which sometimes affected their participation. Overall, these findings suggest that both the availability of resources and the time to prepare them play important roles in supporting cooperative learning.

g. Assessing Student Performance

In terms of assessment, both teachers applied strategies that combined individual and group evaluation. Mr. F used rubrics to assess students’ performance and involved students in peer assessment. He also provided general feedback after observing students’ performance during the activity.

Meanwhile, Ms. F evaluated both the process and the final outcomes of students’ work.

“I usually assess students’ performance through a combination of process and product assessment.”

Interview/ASP/2

However, she found it challenging to identify each student’s individual contribution within group work.

“The main difficulty is determining how much each student actually contributes to the group work.”

Interview/ASP/2

These findings indicate that assessing student performance in cooperative learning requires a balanced approach that considers both individual accountability and group outcomes.

Overall, the findings of this study indicate that the implementation of cooperative learning in junior high school English classrooms involves several challenges related to student readiness, group dynamics, classroom management, and instructional planning. Although both teachers demonstrated strong commitment to creating collaborative learning environments, they encountered different classroom situations that required continuous adjustment and flexibility.

Mr. F tended to focus more on managing classroom arrangements, monitoring students directly, and balancing students' ability levels, while Ms. F emphasized providing clear instructions, organizing group roles, and supporting students with different levels of confidence. These differences reflect how each teacher adapted their strategies based on classroom conditions and student characteristics.

Overall, the findings suggest that implementing cooperative learning requires not only the use of specific strategies but also the ability to manage various classroom challenges that influence the effectiveness of collaborative learning activities.

4.3 Discussion

In terms of student preparation, the two participants demonstrated different approaches according to the context of their classrooms. Mr. F placed more emphasis on physical and situational conditioning before the lesson began. He ensured that students were neatly dressed, the classroom was tidy, and there were no teaching materials other than English materials. He also rearranged the seating so that students did not always work with the same friends. Due to school rules that do not allow the use of cell phones, Mr. F modified gamebased activities by using Bamboozle as an alternative. In contrast, Ms. F emphasized conceptual preparation by explaining the flow of cooperative activities, the objectives to be achieved, and providing demonstrations of

the use of digital tools such as Padlet and Jam board. She also divided students into small groups using manual counting techniques and online spinners.

Thus, in carrying out their roles as learning promoters, Mr. F and Ms. F have strategies that reflect the characteristics of their respective classes. Mr. F uses a reward and consequence system to motivate student behavior. He also divides groups based on ability level: advanced, intermediate, and basic, in order that the mentoring process is more targeted. On the other hand, Ms. F faces various challenges due to differences in students' personalities, confidence levels, and participation. She notes that the use of technology sometimes causes students to focus more on technical aspects than on cooperation. To overcome this, she assigns clear roles to each group member and monitors their progress, both directly and through digital platforms. This approach emphasizes equal contribution and accountability in group work.

In addition, the group organization strategy also revealed differences in orientation between the two teachers. Mr. F consistently grouped students based on ability, with the aim of ensuring that each level was supervised in equal measures. In contrast, Ms. F chose to form heterogeneous groups so that students with higher abilities could help their less proficient peers. She then assigned roles such as leader, notetaker, information seeker, and presenter to ensure a balanced distribution of tasks. After automatically dividing the groups using a spinner, she still rechecked the composition to avoid dominance or imbalance. This two-way approach shows how each teacher adapts their grouping methods to the learning needs of their class.

In terms of discipline and technical aspects, both teachers relied on active monitoring, albeit with different focuses. Mr. F walked around to ask students about their difficulties and check on the progress of each group, then provided more assistance to groups that needed it. A challenge he often faced was students falling asleep during class. On the other hand, Ms. F uses a

combination of direct monitoring and monitoring through digital devices. She asks each group to record their division of tasks and progress as a form of accountability. When there are students who are less proficient, she provides additional explanations and encourages other group members to help explain.

Finally, the findings of this study indicate that although Mr. F and Ms. F applied different strategies in cooperative learning, both faced similar challenges such as student readiness, group dynamics, device limitations, and the need for adaptive classroom management. Mr. F struggled more with technical limitations and physical classroom conditions that required adjustments to his methods, while Ms. F faced issues with student character, suboptimal use of technology, and maintaining balanced contributions within the group. These challenges are consistent with findings in the literature that the implementation of online cooperative learning often encounters obstacles in task structure and participation (Chakyarkandiyil & Prakasha, 2023). In addition, the results are in line with the research by (F. Chen & Chen, 2025), which states that technology can increase student engagement in collaborative inquiry, but its effectiveness is highly dependent on how teachers organize the collaboration process and monitor student engagement.

Several previous studies provide a useful framework for interpreting the findings of this study. The strategy of rotating seats and reorganizing group composition, for example, supports earlier research emphasizing the importance of dynamic peer interaction in cooperative learning. Seat rotation enables students to collaborate with different classmates in each session, thereby expanding social networks, strengthening cooperation, and reducing the dominance of fixed friendship groups (Seet et al., 2022). This practice reflects the principle of positive interdependence, as heterogeneous grouping and strategic placement of students with varying

strengths can enhance discussion quality and peer learning. Thus, the present findings reinforce existing literature highlighting the social benefits of structured group variation.

In addition to group arrangement, several studies also underline the importance of motivational and behavioral management strategies within cooperative learning environments. The implementation of a reward and consequence system in this study aligns with research suggesting that structured reinforcement can strengthen discipline while maintaining a supportive classroom climate. Rewards encourage students to repeat constructive behavior, whereas clearly defined consequences promote accountability without creating a punitive atmosphere. When appreciation is expressed through praise and recognition rather than sole material incentives, students' intrinsic motivation develops because they feel their contributions are valued (Largent, 2025). This supports the view that effective cooperative learning requires both emotional support and structured regulation.

Related to this, the differentiation of students into advanced, intermediate, and basic groups reflects broader discussions on inclusive instructional practices. Research indicates that adjusting materials and instructional strategies according to students' readiness levels helps ensure that advanced learners remain challenged while those requiring additional support are not left behind (Eikeland & Ohna, 2022). The findings of this study demonstrate that cooperative learning can be adapted to accommodate diverse abilities, reinforcing the argument that flexibility and responsiveness are essential components of effective implementation.

Furthermore, previous studies emphasize that teacher presence and structured supervision significantly influence the success of cooperative learning. The use of active supervision, such as walking around the classroom, observing group progress, and interacting directly with students, has been shown to reduce off task behavior and increase positive engagement (Huang & Wang,

2023). In the present study, Mr. F reliance on direct supervision to address issues such as student fatigue illustrates how consistent monitoring can sustain participation and prevent passive behavior. This confirms that classroom management in cooperative settings should prioritize guidance and facilitation rather than punitive control.

Previous studies also highlight the importance of clear instructions and structured preparation in cooperative learning contexts. Providing explanations and demonstrations at the beginning of activities helps reduce confusion and establish shared expectations among students (Nguyen, 2022). Structured lesson planning and the use of assessment rubrics have also been associated with higher student motivation and engagement (MendoLázaro et al., 2022).

Moreover, studies on digital learning environments suggest that combining technological regulation with collaborative structures can minimize distraction and maintain focus on learning objectives (Hadyaoui & ChenitiBelcadhi, 2023). The integration of technological control and classroom environment management observed in this study demonstrates how technology can function as a supportive tool rather than a source of disruption. At the same time, research on peer assisted learning confirms that structured peer support enhances students' understanding, retention, and engagement (Zhang & Maconochie, 2022), which is consistent with the increased confidence and sense of responsibility reported in this study.

Taken together, these studies indicate that effective cooperative learning implementation depends on multiple interconnected factors, including strategic group formation, motivational reinforcement, differentiated instruction, active supervision, structured preparation, technological regulation, and continuous teacher support. The present findings not only align with previous research but also demonstrate how these elements operate simultaneously within the context of junior high school English classrooms. Thus, difficulties in TECL at the junior high school level

are not only related to teachers' ability to master technology, but also to the adaptation of teaching strategies, group structures, and monitoring systems to suit student needs and changing classroom dynamics.

CHAPTER V

CONCLUSION & SUGGESTION

This final chapter presents the conclusion of the research, offering a summary of the key findings that have been collected and analyzed. It also provides suggestions for teachers, teacher education programs, and future researchers based on the insights gained from this study.

5.1 Conclusion

This qualitative study aimed to explore the challenges experienced by junior high school English teachers in implementing Cooperative Learning in their classrooms. By examining the teaching experiences of two English teachers, this research reveals that the implementation of cooperative learning is not a straightforward instructional practice, but rather a complex and adaptive process that requires continuous adjustment, reflection, and professional judgment.

The findings indicate that the implementation of cooperative learning is shaped by several interconnected aspects, including student preparation, teachers' roles as learning promoters, group organization strategies, classroom discipline, time management, availability of resources, and assessment practices. These aspects do not operate independently; instead, they interact dynamically throughout the teaching process. Teachers must constantly balance pedagogical goals and diverse student characteristics in order to maintain effective collaboration.

The study highlights that challenges in Cooperative Learning frequently emerge before, during, and after classroom instruction. Prior to instruction, teachers face difficulties related to student readiness, classroom conditions, and lesson preparation that require additional time and effort. During instruction, issues such as unequal participation,

disciplinary problems, varying levels of student confidence, and technological distractions often arise, requiring teachers to make immediate instructional decisions. After instruction, teachers must reflect on the effectiveness of group work, student engagement, and assessment fairness in order to improve future learning activities.

Furthermore, this research underscores that teachers' adaptability plays a crucial role in addressing these challenges. While one teacher relied more on physical classroom organization, ability-based grouping, and direct supervision, the other emphasized conceptual preparation, heterogeneous grouping, role distribution, and digital monitoring. These different approaches demonstrate that successful Cooperative Learning does not depend on a single method, but on teachers' ability to adjust strategies according to classroom contexts and student needs.

Overall, this study concludes that the challenges faced by junior high school English teachers in implementing cooperative learning are multifaceted and interconnected. The effectiveness of cooperative learning depends greatly on teachers' flexibility, preparation, classroom management strategies, and ability to adapt their teaching practices to students' needs. Despite these challenges, both teachers demonstrated strong commitment to fostering collaborative learning environments that support student participation and engagement.

5.2 Suggestion

Based on the findings and conclusions of this study, several suggestions are proposed for teachers, schools, and future researchers.

For English teachers, it is suggested that Cooperative Learning be viewed as a flexible and evolving instructional process rather than a fixed method. Teachers are encouraged to prepare students both physically and conceptually before cooperative activities begin, provide clear

instructions, and assign specific roles to ensure balanced participation. Continuous monitoring during group activities is also important to minimize disciplinary issues and maintain students' focus on collaborative learning tasks. Furthermore, teachers are encouraged to engage in reflective practices after each lesson to evaluate the effectiveness of group work and to improve future instructional strategies.

Schools are advised to support the implementation of Cooperative Learning by providing adequate learning resources and creating a supportive teaching environment. Schools may also facilitate professional development programs or training related to cooperative learning strategies and effective classroom management. Such initiatives can help teachers strengthen their pedagogical skills and better manage collaborative learning activities in the classroom.

For future researchers, this study suggests conducting further research with a larger number of participants or in different educational contexts to gain a more comprehensive understanding of the challenges in implementing cooperative learning. Additionally, future studies may also explore students' perspectives on cooperative learning or examine how different cooperative learning strategies influence student participation and learning outcomes.

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APPENDICES

Appendix 1 Interview Transcript

Interview Transcription

Date : 27 October 2025

Time : 14:14 14:34

Platform : Offline

Length : 19:42

Participant : Mr. F

Nama	Percakapan
Anisa	Saya izin rekam ya?
Mr. F	Silahkan
Anisa	Ada tujuh komponen Nah, komponen pertama itu Nanti saya pertanyaannya itu Tentang preparing students As promoter Organizing group Disciplinary problems Time and effort, resource Sama yang terakhir, performance assessment Nah, mulai dari yang pertama ya pak CL apa pak
Mr. F	CL?
Anisa	Cooperative Learning
Mr. F	Oh ok
Anisa	Nah, yang pertama itu Bagaimana biasanya bapak mempersiapkan siswa Sebelum melibatkan mereka dalam aktivitas Pembelajaran kooperatif yang didukung teknologi?
Mr. F	Oke, mungkin Pertama dari Masuk kelas tuh kan Iya, untuk pengkondisian kelas Kondisian kelas dimana Make sure semua ready Termasuk seragam segala macem Rapi,

	kemudian Mungkin hal simple kayak Lantai bersih, Kursi rapi segala macam Gak ada buku selain Mata pelajaran Inggris gitu kan Intinya kayak mengkondisikan Oke, mereka siap belajar Bahasa Inggris. Kadang juga saya Sekarang udah mulai kayak Apa ya, bahasanya itu Nge-arrange Duduk mereka Jadi biar Gak sama yang itu Ini ,untuk kelas saya saja, Jadi untuk kelas yang lain Mereka udah punya patok Udah punya seating position Yang pasti gitu kan Karena kita gantinya tiap bulan Jadi untuk kelas saya Saya ubah setiap Setiap kali saya meeting
Anisa	Bapak itu ngajar satu kelas atau?
Mr. F	Satu level Kelas satu semua Kelas satu SMP Putra-putri yang dipisah ya, Terus Itu pengkondisian di awal Kemudian Di awal setelah itu ada review, Review What we have learn Sebelumnya seperti apa Terus throw a question Buat apa namanya Oke ini itu Itu untuk apa Membuka atau mengkondisikan Kelas
Anisa	Yang kedua Apa saja tantangan Bapak dalam menghadapi siswa Untuk berpartisipasi aktif Dalam pembelajaran cooperative learning Dengan teknologi?
Mr. F	Dengan teknologi ya Kalau disini teknologi kita udah Bisa ya sedia apa LCD protector kan hal yang lumrah. Sekarang semua sekolah kan Itu provide dengan apa ya Pertama kita maksimalkan itu Mengajar yang ada yang video Segala video Kemudian apa namanya Lagu-lagu or event, Game ada, beberapa

	aplikasi Game kayak bamboozle segala macam Kemudian Ya quiz-quiz Karena mereka gak pake hp ya Jadi gak bisa pake kahoot segala macam Tapi kita modifikasi Dengan bamboozle itu Jadi kita punya game Kemudian kita buat grup Habis itu mereka bakal Berkompetisi gitu Jawab pertanyaan ini jika benar Oh yaudah berarti you will win this competition. Terus Pake aplikasi Yang ada di internet Jadi itu tergantung kitanya aja Gimana kita Cari sumber belajar
Anisa	Kalau tantangan persiapan siswanya pak?
Mr. F	Tantangan mempersiapkan siswanya itu Tantangannya Karena di pondok ya Jadi mereka tuh udah full banget Ngantuk Sama mungkin background Bahasa Inggris mereka kan beda-beda. Mungkin ada yang udah Tinggi, ada yang gak masih Ada yang medium, ada yang low Ada yang basic Sama yang advance Jadi kayak How to combine all of those skills All of those Competencies. Kadang kita harus memvariasikan Kadang kita harus pelan, Kadang kita harus cepet juga Memfasilitasi santri yang udah Advance
Anisa	Yang terakhir itu menurut bapak Faktor apa saja yang membuat siswa kesulitan Beradaptasi dengan tugas-tugas CL Berbasis teknologi?
Mr. F	Pertama Karena kita gak boleh ngasih PR Di sini ya Jadi di awal emang kita gak Boleh ngasih PR karena pertama Yaudah kita maksimalkan Selesai disitu. PR mungkin

	bukan yang tiap hari Kita ngasih PR tapi kayak Karena malam pun mereka harus Malam juga harus ngaji Iya kan Harus ngaji segala macem Sampe jam 9 ngaji dan sebagainya Jam 11 udah tidur. Bangun lagi jam 3 pagi Jadi kayak no time Jadi kita maksimalkan Di pertemuan di kelas
Anisa	Bagaimana bapak mendorong siswa Untuk tetap termotivasi Selama kegiatan pembelajaran kooperatif Yang didukung teknologi?
Mr. F	Pertama ada Reward Sama konsekuensi Jadi bukan punishment tapi konsekuensi Konsekuensi Reward Atau kemarin Pas pelajaran spelling bee Yang bisa spell The longest english word I'll give you a prize Jadi kayak kasih hadiah Buat yang pertama kalau dapet itu Konsekuensi Yang ngaduk segala macem Stand up Dua hal itu harus beriringan Gak cuma ngasih reward terus Tapi juga Ada konsekuensi yang harus diberikan Ketika mereka melanggar Atau mungkin perlu diingatkan Sebagai reminder aja sebetulnya
Anisa	Jadi siswanya aktif gitu ya pak Karena ada rewardnya?
Mr. F	Iya mereka jadi termotivasi Kemudian juga apresiasi Jadi apresiasi gak cuma Bentuk barang, benda, coklat Tapi juga apresiasi Thank you very much Good question segala macem I really appreciate your courage Buat nanya segala macem Jadi kayak Reward Termasuk apresiasi Verbal dan juga Konsekuensi

Anisa	Kesulitan apa yang bapak hadapi Dalam mendorong kerjasama Dan partisipasi yang setara Diantara anggota kelompok?
Mr. F	Kesulitannya Mungkin belum ini banget Tapi ketika Berkelompok Saya akan membagi Santri-santri Yang mana advance, Intermediate sama basic ini Terpisah. Jadi gak semua advance semua Gak semua intermediate semua Tapi kayak dicampur Untuk Encourage Santri yang lain Untuk termotivasi segala macem Jadi gak tertinggal juga. Termasuk bagian kelompoknya Kadang random order Tapi random order Hanya untuk yang game-game Pake wheel Tapi kalau yang Butuh Berpikir lebih, Saya seringnya itu Based on rampuannya
Anisa	Seberapa efektif menurut bapak Peran pak fatan dalam mendukung Keterlibatan siswa saat menggunakan teknologi Untuk pembelajaran kooperatif?
Mr. F	Pertama saya sering melibatkan Santri Untuk I need to go somewhere for a while I ask them to replace me. Replace Menggantikan saya Tapi di posisi yang oke Saya bisa mengakses Bisa memberikan Santri mampu mengelead ini Kemarin yang pembagian grup Baru pake random name Jadi saya minta Santri Buat ngelead ketua kelasnya Untuk bantu ngelead Pembelian grupnya Sementara saya harus pergi Untuk melakukan hal-hal seperti itu Jadi tetap melibatkan Santri Oke, dia harus tap Terus segala macem Untuk teknologi mungkin Sama listening By practice Mungkin

	yang paling Listening Yang paling Pake teknologi kan Karena audio
Anisa	Strategi apa yang Pak fatan gunakan Untuk membagi siswa ke dalam kelompok Untuk pembelajaran kooperatif Yang didorong teknologi?
Mr. F	Strateginya mungkin sama Seperti tadi ya Level kemampuan Santri tadi Jadi sesuaikan dengan itu aja Kalau saya selama ini
Anisa	Apa saja Masalah yang Pafatan hadapi saat Membentuk kelompok yang dapat bekerja secara efektif?
Mr. F	Oke Again, gak cuma Oke, dia pintar Tapi dia punya karakter yang lain Misalnya kan usil segala macem Ga semua orang pintar tuh yang diem Ada yang pintar tapi yang usil yang Banyak tingkah Terus yaudah Itu saja mungkin kayak Adjusting apa ya Karakter dan kemampuan itu
Anisa	Bagaimana bapak memastikan bahwa anggota kelompok berkolaborasi secara adil dan berkontribusi Secara setara selama aktivitas?
Mr. F	Kalau itu palingan ini ada peer assessment. Jadi gak oke jadi Nanti di akhir Ada penilaian buat Santri Jadi antar Santri Jadi mungkin selama ini Educate guru Guru yang mulai Santri. Itu kita coba libatkan Santri Untuk menilai temennya Oh dia dikripto aktif gak sih Gimana kontribusinya
Anisa	Itu berapa orang?

Mr. F	Tergantung grupnya tadi Mostly di grup Peernya di grup
Anisa	Apa saja jenis masalah Disiplin yang sering terjadi ketika Siswa terlibat dalam CL yang didukung teknologi?
Mr. F	Disiplin Mungkin ini ya Soal aturan aja sih Ke toilet lah Segala macam ketika Jam pelajaran waktu Di awal Kemarin masih ada yang Ngisi air Air minum Santri yang ngisi air minum Jadinya lama Gak balik-balik Ada juga Jadi itu intinya Sekarang kita coba Sudah saya Apa namanya Atur Agar time itu Sebelum mulai Pembelajaran Kemudian Refill bottle Segala macam
Anisa	Bagaimana bapak Menangani siswa yang terganggu oleh teknologi Selama tugas kerjasama?
Mr. F	Oke tugas kerjasama Pertama ya ini ya Jadi mungkin mereka Akan berkecil dalam satu grup Saya akan move around kelas Tanyakan apa kesulitan Apa mungkin progres mereka seperti apa Kemudian Dia sudah bisa Saya leave Saya mantau ke grup yang mungkin Masih butuh pendampingan lebih
Anisa	Berdasarkan pengalaman bapak Apa tantangan terbesar dalam menjaga disiplin Saat menggunakan teknologi dalam kerja kelompok?
Mr. F	Oke tantangan Disiplin Ya apa ya Satunya mungkin Masih ada yang ngeyel atau Kalau ngeyel enggak ya. Mungkin so far belum ada tantangan yang Berarti ya Mungkin hanya itu Ngantuk-ngantuk aja itu sih Yang sekarang

	Yang sering dihadapi itu aja Yang lainnya masih oke Sama mungkin malu bertanya Jadi mereka tuh Beberapa hari mereka kayak Mereka enggak tau tapi enggak bertanya juga Jadi maluu gitu
Anisa	Berapa lama Waktu persiapan yang biasanya bapak butuhkan untuk merencanakan Aktifitas kooperatif learning?
Mr. F	Oke Biasanya Sehari sebelumnya
Anisa	Kalau bapak tuh Menggunakan kooperatif learning udah berapa lama?
Mr. F	Kooperatif learning Ya tujuh puluh Tujuh puluh
Anisa	Kalau tantangan bapak menghadapi Eh untuk mengelola Waktu kelas secara efektif selama aktivitas?
MR. F	Buat Variasi Belajar Jadi kan enggak semua anak itu kinestetik, Enggak semua anak audiovisual, Enggak semua anak auditory gitu kan Jadi kayak oke kita buat Dalam waktu delapan puluh menit Itu dua jam JP itu Delapan puluh menit kita Itu variasi yang bisa mungkin Mengakomodasi berbagai Macam gaya belajar santri. Jadi variasi apa namanya Belajar
Anisa	Kalau jenis sumber daya Teknologi atau non teknologi Yang biasanya bapak butuhkan untuk aktivitas Di kelas
Mr. F	Sebetulnya Kita pakai book Cambridge Ada video Ada link videonya Ada Tahap-tahapannya Udah clear banget Kita di awal

	bisa warm up Pake game ini Terus bisa play video ini Buat kasih mereka perspektif Soal pelajaran yang akan dipelajari Terus itu Kemudian Seringnya saya Pakai buku ya Tapi kan Ada link yang bisa kita buka Isinya video Isinya game ini itu Jadi buku yang Cambridge itu. Jadi tambah sama Game-game yang sekiranya relate Dengan pelajaran Jadi games-nya Gak sembarang Game sebasarnya ya Tapi yang relate dengan pelajaran Dengan materi yang akan dikejar
Anisa	Kalau kesulitan bapak Untuk menghadapi Ketersediaan sumber daya teknologi di sekolah?
Mr. F	Mungkin waktu kali ya Nyari Resourcenya Waktu mungkin Oke Sudah cukup padat Jadi mungkin kalau kita fokus Nyari sumber Pasti bakal banyak banget Tapi terbatas oleh waktu aja
Anisa	Bagaimana keterbatasan Sumber daya mempengaruhi implementasi Pembelajaran kolaboratif di kelas bapak?
Mr. F	Mungkin kadang sekali Jadi gak yang well prepared Masuk kelas, Jadi akhirnya kayak Teacher center Kadang jadi gitu Karena mungkin kita Sekali kita kurang persiapan Karena something else Jadi kita punya Jadi kita minim persiapan Akhirnya teacher center Kemudian kita full jelasin

Anisa	Bagaimana biasanya bapak menilai Kinerja siswa dalam kooperatif learning Yang didukung teknologi?
Mr. F	Ada semacam Rubrik penilaian Ada yang individu Ada yang grup
Anisa	Apakah kesulitan bapak Menghadapi dalam mengevaluasi Kontribusi individu dalam kerja kelompok?
Mr. F	Ketika selesai pembelajaran Langsung dikasih general Feedback Buat semuanya Rangkum Setelah mengamati Grup ini itu Rangkum
Anisa	Itu di setiap pembelajaran Seperti itu pak?
Mr. F	Tergantung Yang oke ketika itu harus kooperatif
Anisa	Sumber daya atau alat apa yang bapak butuhkan Untuk mendukung implementasi optima Pembelajaran kooperatif?
Mr. F	Alatnya ya? Spiker Spiker Ya maksudnya itu Kita ajak santri keluar Bukan cuma di kelas ngajak ke kali Ke sungai Tetap belajar Target learningnya Ada yang di sini Ada yang di sebelah sana Untuk mencari noun Tulis semua noun yang kamu lihat Yang kamu dapa
Anisa	Oke baik pak, mungkin itu saja dari saya. Mohon maaf mengganggu waktunya Pak
Mr. F	Gapapa semoga menjawab Nanti kalau ada yang kurang-kurang bisa cat barok Biasa ya
Anisa	Terima kasih pak
Mr. F	Good Luck

Interview Transcription

Date : 4 November 2025
 Time : 10:15 10:36
 Platform : Zoom
 Length : 20:49
 Participant : Ms. F

Nama	Percakapan
Anisa	Assalamualaikum, Miss. Selamat pagi miss
Ms. F	Waalaikumussalaam, halom mbak selamat pagi
Anisa	Saya izin perkenalan diri dulu ya, Miss, sebelumnya. Oke. Oke, Miss. Perkenalkan nama saya Anisa Azzah Mutiara, Miss. Bisa dipanggil Ica. Saya dari Universitas Islam Indonesia, dari Prodi Pendidikan Bahasa Inggris. Nah, jadi maksud tujuan saya mewawancarai Miss Friska itu karena saya ingin mengambil data untuk tugas skripsi saya, Miss, yang berjudul Challenges of Junior High School English Teachers in Implementing Cooperative Learning, Miss.
Ms. F	Oke, Jadi ini fokusnya di penggunaan kooperatif learning itu sendiri ya, Mbak, ya?
Anisa	Iya, betul, Miss. Nah, jadi disini saya ada 7 komponen pertanyaan Miss di setiap pertanyaannya itu. Ada 3 pertanyaan, di setiap komponen itu ada 3 pertanyaan Miss. Jadi total pertanyaan nanti kemungkinan ada 21 Miss. Jadi Miss Friska ini kalau misal di kelas itu menggunakan kooperatif learning itu jarang atau sering Miss?

Ms. F	Untuk penggunaannya sendiri sebetulnya cukup sering ya, Mbak, karena kelasnya itu cukup besar. Biasanya di atas 20 siswa gitu per kelas. Jadi cukup sering untuk menggunakan kooperatif learning itu sendiri.
Anisa	Oke baik miss. Dimulai dari pertanyaan pertama ya, Miss.
Ms. F	Oke silahkan
Anisa	Nah, bagaimana biasanya Miss Friska mempersiapkan siswa sebelum melibatkan mereka dalam aktivitas pembelajaran kooperatif yang didukung teknologi?
Ms. F	Oke, biasanya sih kalau saya sebelum memulai pembelajaran menggunakan metode kooperatif learning itu, apalagi yang didukung oleh teknologi ya, biasanya saya lebih mempersiapkan siswanya dulu dengan cara dijelaskan dulu. Kirakira seperti apa nanti prosesnya, hasilnya seperti apa. Biasanya juga saya berikan contoh demonstrasi singkat tentang penggunaan toolsnya. Misalnya padlet, jambur itu seperti apa, saya praktikan itu dulu. Seperti itu. Lalu untuk membagi siswanya juga ke dalam kelompok kecil ya, biasanya saya bisa pakai cara berhitung manual, tradisional masih, atau bisa menggunakan spinner online seperti itu. Jadi secara tidak langsung ya, saya juga menetapkan aturan sederhana mengenai komunikasi dan cara kerjanya ya, kerja sama agar semua siswa itu bisa berpartisipasi secara aktif seperti itu.

Anisa	Oke Miss, apa saja tantangan Miss Friska hadapi dalam mempersiapkan siswa untuk berpartisipasi aktif dalam pembelajaran kooperatif learning dengan teknologi Miss?
Ms. F	Menurut saya, tantangan utamanya yang saya hadapi itu lebih di perbedaan tingkat kemampuan digital siswa ya. Jadi karena siswa itu kan banyak, jadi kemampuan digital siswanya itu berbedabeda. Ada yang sudah pernah pakai, ada yang masih bingung, ada yang masih dasar banget, masih belum tahu, itu juga ada seperti itu.
Anisa	Tapi kebanyakan sudah pada paham teknologi atau belum Miss kalau di kelas?
Ms. F	Kebanyakan sudah ya, karena anak-anak jaman sekarang seperti saya cukup kreatif. Mereka nggak perlu dijelaskan banyak-banyak, biasanya kayak, oh oke Miss, saya paham tools ini, seperti itu sih.
Anisa	Oke, kalau menurut Miss Friska, faktor apa saja yang membuat siswa kesulitan beradaptasi dengan tugas-tugas CL berbasis teknologi?
Ms. F	Menurut saya, ada beberapa faktor ya yang bisa mempengaruhi kesulitan siswa dalam beradaptasi. Misalnya, kurang percaya diri dalam menggunakan teknologi itu sendiri. Biasanya ada siswa yang masih ragu-ragu, seperti itu. Contohnya, kayak sudah buat nih pakai kanva tapi kayak, Miss, ini bener nggak sih? Ya betul, seperti itu. Cuma karena siswanya masih ragu, masih kurang percaya diri. Lalu, biasanya ada yang belum terbiasa bekerja sama. Atau biasanya

	kan karena saya acak, nggak duduk sama bestibestinya, temanteman dekatnya. Biasanya kayak, ya ada sedikit rasarasa canggung mungkin, walaupun mereka satu kelas ya. Itu biasanya ada yang masih belum terbiasa bekerja sama, atau masih sulit berkomunikasi dengan temantemannya, apalagi berbagi ide, seperti itu.
Anisa	Baik miss, Bagaimana Miss Friska mendorong siswa untuk tetap termotivasi selama kegiatan pembelajaran kooperatif yang didukung teknologi?
Ms. F	Menurut saya sendiri, kalau biasanya ya, saya untuk membuat kegiatan pembelajaran yang menarik. Nah, ya saya memberikan tugas yang relevan dengan kehidupan sehari-hari ya. Tapi masih pakai media digital. Saya juga memberikan feedback, biasanya rewardreward orally, seperti itu. Biasanya saya juga berikan feedback secara langsung, mau itu tugas individu atau kelompok. Lebih kayak buat suasananya itu nggak semenegangkan itu, saya membuat pembelajarannya itu lebih menyenangkan, seperti itu.
Anisa	Oke, Miss. Kesulitan apa yang Miss hadapi dalam mendorong kerjasama dan partisipasi yang setara di antara anggota kelompok, Miss?
Ms. F	Menurut saya salah satu kesulitan yang saya hadapi adalah perbedaan karakter dan kemampuan siswa ya, Mbak. Ada siswa yang cenderung lebih aktif, ada yang lebih mendominasi, sementara yang lain ada yang lebih pasif atau seperti yang saya bilang tadi, kurang percaya diri, gitu.

	Selain itu, ketika kegiatan dilakukan dengan teknologi, ya terkadang siswa itu lebih fokus pada aspek teknis daripada interaksi sosialnya sama kelompok. Nah, tantangan lainnya mungkin lebih ke memastikan ya bahwa semua anggota itu benarbenar berkontribusi, gitu. Gak cuma hanya ngandelin satu orang. Biasanya challenge nya itu di situ, cuman untuk atasinya saya biasanya memberikan peran yang jelas ya bagi setiap siswa dan melakukan pemantauan. Saya tetap cek ya, walaupun tugasnya itu online, using technology, saya tetap cek. Walaupun mereka masih ngerjain, belum selesai, saya tetap cek, seperti itu.
Anisa	Oke, Miss. Seberapa efektif menurut Miss Friska peran Miss Friska dalam mendukung keterlibatan siswa saat menggunakan teknologi untuk pembelajaran kooperatif, Miss?
Ms. F	Saya merasa peran saya cukup efektif ya, terutama dalam memfasilitasi dan membimbing anakanak agar tetap fokus dan bekerjasama dengan baik. Sebagai guru, saya berperan sebagai fasilitator, pasti ya, untuk membantu siswa lebih memahami pembelajaran, tujuan pembelajaran itu sendiri, mengarahkan penggunaan teknologi dengan tepat, serta memastikan suasana kelasnya, suasana kerja kelompoknya juga lebih kondusif, seperti itu. Namun, saya juga menyadari ya, Mbak, kalau biasanya efektifitas ini sangat tergantung pada kesiapan siswanya juga. Ya, saya sebagai guru tetap terus berusaha meningkatkan kemampuan saya ya, dalam mengelola kelas digital, mengikuti perkembangan zaman ini ya, jadi saya lebih terus berusaha

	meningkatkan kemampuan saya dalam mengelola kelas digital dan mencari, mungkin lebih mencari strategi baru agar siswa itu terlibat semakin optimal gitu.
Anisa	Selanjutnya, strategi apa yang Miss Friska gunakan untuk membagi siswa ke dalam kelompok untuk pembelajaran kooperatif yang didukung teknologi?
Ms. F	Kalau dalam bagi kelompok, saya biasanya mempertimbangkan, keseimbangan kemampuan akademik ya, Mbak, tingkat pengawasan teknologi juga, dan karakter siswa tersebut. Jadi saya mau itu membuat, kalau di kelas ya, kelompok yang heterogen agar siswa itu bisa saling membantu belajar satu sama lain. Jadi nggak yang cukup aktifaktif, jadi satu itu nggak saya bagibagi, nanti baru saya kasih peran, ada yang jadi pemimpin, ada yang nyatet, ada yang cari informasi, ada yang menjadi nanti yang presentasi atau menunjukkan hasilnya, seperti itu. Jadi, menurut saya dengan adanya pembagian peran yang jelas, setiap siswa itu memiliki tanggung jawab dan kesempatan untuk berkontribusi secara aktif, seperti itu.
Anisa	baik, Miss. Selanjutnya, bagaimana Miss Friska memastikan bahwa anggota kelompok berkolaborasi secara adil dan berkontribusi secara setara selama aktivitas?
Ms. F	Sebetulnya masalah ini tuh sering banget muncul ya, ada yang perbedaan kemampuan, seperti itu. Cuman ya itu tadi, balik lagi. Biasanya saya akan bagi, misalnya saya baginya itu online ya, atau aja pakai spinner itu tetap, tapi nanti

	saya cek lagi. Kirakira sudah pas atau belum, ataukah semuanya mendominasi, seperti itu. Jadi, tetap saya akan cek lagi, biar siswa itu adil semuanya. Yang satu kelompok itu adil, semuanya berperan aktif, nggak ada yang lebih ini, lebih itu, tapi cenderung sama, seperti itu.
Anisa	Selanjutnya, apa saja jenis masalah disiplin yang sering terjadi ketika siswa terlibat dalam CL yang didukung teknologi?
Ms. F	Untuk memastikan anak-anak ini bekerja sama secara adil, perjalanan adil, saya selalu memantau itu tadi ya, memantau aktivitas kelompoknya, baik secara langsung di kelas, maupun platform digitalnya yang saya gunakan. Karena sekarang teacher juga bisa memantau kegiatannya online, jadi saya juga tetap bisa mengecek dari device saya. Dan saya meminta setiap kelompok untuk mencatat saja pembagian tugas dan progres pekerjaannya dari semua anggota, biar terlihat mereka semua bertanggung jawab sesuai perannya, seperti itu.
Anisa	Oke, Miss. Bagaimana Miss Rizka menangani siswa yang terganggu oleh teknologi selama tugas kerja sama?
Ms. F	Cara menangani siswa yang apa, mba?
Anisa	Yang terganggu oleh teknologi selama tugas kerja sama.
Ms. F	Oke, mungkin ini memang sering kali terjadi ya, tapi menurut saya sendiri seperti yang sudah saya bilang tadi, kalau siswa itu saya bagi, nggak hanya dari tingkat kemampuan akademiknya, tapi tingkat kemampuan teknologi juga dibagi.

	Jadi kalau misalnya ada siswa yang kurang mahir, ya seperti yang saya bilang tadi, pertama akan saya jelaskan dulu. Namun, kalau ternyata hasilnya masih sama, nanti kan ada temannya, jadi mereka saling bekerja sama untuk saling menjelaskan, saling ngasih tahu, seperti itu. Jadi siswa itu nggak cuma nyarinyari aja, ngerjain ngerjain aja, tapi mereka juga sharing ilmu di situ.
Anisa	Oke, Miss. Berdasarkan pengalaman Miss, apa tantangan terbesar dalam menjaga disiplin saat menggunakan teknologi dalam kerja kelompok, Miss?
Ms. F	Tantangan terbesarnya, menurut saya lebih ke menjaga keseimbangan antara kebebasan siswa dalam mengeksplorasi teknologi dan tanggung jawab. Karena kan teknologi itu distraksi sebetulnya ya, nggak gampang buat memastikan siswa itu benar-benar fokus belajar atau tidak. Dan selain itu, keterbatasan pengawasan saat kerja atau siswa itu bekerja kelompok, terutama kalau kerja kelompok yang campurcampur itu kan memang sedikit, ya ada yang bisa, ada yang nggak gitu ya, Mbak. Jadi, ya kadang diskusi sih, saya minta mereka untuk diskusi seperti itu.
Anisa	Berapa lama waktu persiapan, Miss yang biasanya dibutuhkan untuk merencanakan aktivitas kooperatif learning yang didukung teknologi, Miss?
Ms. F	Biasanya saya membutuhkan waktu sekitar 1 hingga 2 jam ya, Mbak, untuk merencanakan satu kegiatan teknologi. Ada banyak materi, media digital yang sesuai, saat merancang pembagian peran dan alur kerja kelompok itu, in teknologinya, ya

	saya cuma butuh waktu hanya sekitar 1 hingga 2 jam. Namun, the whole of the activity biasanya saya akan prepare yang kurang lebih 1 minggu. Saya juga harus memastikan bahwa semua alat, toolstools yang dipakai ini, performanya itu bisa digunakan dengan baik, benarbenar bisa akses padlet atau jumpboard seperti itu. Jadi, aktivitas itu lebih kompleks atau melibatkan beberapa aplikasi sekaligus, jadi waktu persiapannya biasanya akan sedikit lama, seperti itu.
Anisa	Oke, baik, Miss. Apa tantangan yang Miss fhadapi dalam mengelola waktu kelas secara efektif selama aktivitas ini, Miss?
Ms. F	Tantangan utamanya kalau mengelola waktu itu, ya manajemen timenya itu, memastikan semua kelompok itu bekerja dengan lancar tanpa terlalu banyak waktu yang terbuang. Seperti misalnya, ada yang Miss tibatiba, aku nggak bisa devicenya. Karena setiap kelompok itu bekerja sama dan kecepatan yang berbedabeda. Sebetulnya itu sulit juga menjaga agar semuanya sesuai tempat waktu. Cuma kadang, balik lagi diskusi antara anggota kelompok itu juga memakan waktu, ya. Jadi, untuk mengatasinya, saya biasanya memberikan panduan waktu yang jelas untuk setiap tahap kegiatan. Lalu, saya juga memantau, tetap saya pantau progresnya secara berkala. Dan kalau memang ada yang benarbenar Miss, kayaknya kita perlu saran Miss, yaudah. Saya tetap memberikan bantuan jika ada kendala, baik itu teknis atau materinya. Jadi, tetap jadwal itu sesuai, jalannya sesuai gitu, nggak lebih nggak kurang.

Anisa	Kalau jenis sumber daya teknologi atau nonteknologi yang biasanya Miss Friska butuhkan untuk aktivitas CLI itu apa, Miss?
Ms. F	Untuk toolsnya, ya. Atau device device-nya, saya itu biasanya tetap pakai laptop, proyektor, ponsel siswa. Lalu, platform digital juga ya, Mbak, kayak Padlet, Jumboard, Kahoot and many more. Masih banyak lagi. Saya juga sekarang agarar ini sering pakai Canva, sih, untuk anak-anak presentasi hasilnya. Karena templatnya juga aksesnya mudah, dan itu juga mengembangkan kreativitas siswa, seperti itu. Tapi kalau untuk nonteknologinya sendiri, saya biasanya pakai kertas biasa lembar kerja, bisa juga pakai papan tulis, atau pakai kertas karton, seperti itu.
Anisa	Kalau di kelas itu, anak-anak sudah menggunakan iPad atau belum miss?
Ms. F	Beberapa ada yang sudah pakai, ada juga yang pakai ponsel, dan itu masih easy to reach, ya. Anak-anak masih bisa, kalau pakai Canva pun masih bisa diakses pakai HP, seperti itu.
Anisa	Kalau kesulitan yang Miss Friska hadapi terkait ketersediaan sumber daya teknologi di sekolah, apa ya, Miss, kesulitannya?
Ms. F	Mungkin nggak semua siswa pakai gadgetnya masing-masing, ada yang punya kuota, ada yang nggak. Mungkin kesulitannya ada di keterbatasan jumlah perangkatnya, ya, Mbak. Bisa jadi kayak satu kelompok ini yang punya device dari lima orang cuma tiga, mau ngomong kan gantian. Makanya kadang saya kasih peran-perannya. Tapi ya itu, biasanya

	kesulitannya karena jumlah perangkatnya atau koneksinya, seperti itu. Karena beberapa ruang kelas itu ada yang wifinya itu kencang, ada yang nggak, seperti itu.
Anisa	Bagaimana keterbatasan sumber daya mempengaruhi implementasi pembelajaran kolaboratif di kelas Miss Friska?
Ms. F	Oke, keterbatasan sumber daya biasanya memang berpengaruh ya pada efektivitas, gitu, pelaksanaan pembelajaran CL ini. Kadang kegiatan yang sudah dirancang harusnya interaktif. Jadi kayak, ya nggak bisa semuanya, sisa itu bisa berpartisipasi. Ya, hal ini memang buat kolaborasinya kurang maksimal dan beberapa situ jadi pasif, seperti itu. Namun, saya sebagai teacher juga tetap mengatasinya dengan menyesuaikan lagi sih metode kelasnya, metode pembelajarannya. Misalnya, lebih menekankan ke diskusinya. Jadi, mereka bisa berbagi peran yang jelas nih. Jadi, setiap sisa itu tetap berkontribusi, seperti itu.
Anisa	Oke, Miss. Bagaimana Miss Friska biasanya menilai kinerja siswa dalam kooperatif learning yang didukung teknologi, Miss?
Ms. F	Saya biasanya nilai kinerja siswa melalui kombinasi antara penilaian proses dan hasilnya. Jadi, prosesnya ya saya nilai, hasilnya saya nilai. Oke, kalau prosesnya, saya lihat keaktifan siswanya, misalnya diskusinya, kolaborasi nya, setengah tanggung jawabnya dalam menyelesaikan tugas kelompok di platform digital itu. Lalu, kalau untuk

	penilaian akhir, saya nilainya dari presentasinya ya, Mbak. Digital presentationnya, laporannya, seperti itu.
Anisa	Apa saja kesulitan yang Miss Friska hadapi dalam mengevaluasi kontribusi individu dalam kerja kelompok?
Ms F	Kesulitan utamanya adalah membedakan sejauh mana setiap siswa itu benar-benar berkontribusi terhadap hasil kelompok. Kadang ada siswa yang sangat aktif di balik layar, tapi malah dia nggak mau presentasi. Sementara yang lebih menonjol, malah kadang siswa yang nggak ngapainngapain. Jadi, biasanya itu ya kesulitannya.
Anisa	Oke, baik Miss. Yang terakhir, sumber daya atau alat apa yang Miss Friska butuhkan untuk mendukung implementasi optimal pembelajaran kooperatif, Miss?
Ms F	Untuk mendukung implementasi yang optimal ya?
Anisa	Iya miss
Ms F	Saya biasanya membutuhkan akses yang lebih baik terhadap teknologinya ya, contohnya laptop, iPad, tablet, koneksi juga, seperti itu. Jadi, selain itu juga platform pembelajaran yang mendukung, seperti Padlet, Canva, itu juga membantu sih posisi kerja kelompok. Jadi, di luar itu dukungan pelatihan bagi kami ya, setia itu juga penting, karena kadang ada gapnya gitu, antara teacher teacher masih muda, kayak saya kan masih pengalaman kerjanya no more than 5 years gitu ya, itu biasanya lebih paham gitu pakai teknologi. Cuman, di luar itu juga masih ada teacher

	teacher yang mungkin sudah senior, yang kurang paham pakai teknologi. Jadi, dukungan pelatihan bagi teacher itu menurut saya juga penting, biar kami juga sebagai guru terus memperbarui gitu, keterampilan dalam mengelakkan digital secara efektif dan inovatif, seperti itu. Jadi, tetap mengikuti perkembangan zaman
Anisa	Oke miss Segitu saja, Miss, pertanyaan dari saya. Oke. Mohon maaf mengganggu waktunya Miss Friska ya, Miss.
Ms F	Enggak, terima kasih juga ya, sudah memilih saya sebagai partisipannya
Anisa	Iya, Miss, saya juga terima kasih banyak, Miss.
Ms F	Oke sukses selalu ya mbak
Anisa	Aamiin terimakasih miss. Assalamualaikum miss
Ms F	waalaikumussalaam0